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ABSTRACT

This competency-based preservice home economics teacher education module on analyzing job market opportunities is the first in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following module objective and overview, two units of instruction are presented: (1) assessing job performance and job market trends (includes lessons or references for job opportunities and trends, resource persons for job opportunities and trends, and determining community need for entry-level jobs) and (2) assessing trainee characteristics (includes lessons on obtaining information about students and assessing personal traits). Each lesson includes a narrative summary, suggested activities, suggested resources (readings), and progress checks. Also included are unit progress tests and a list of suggested module resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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OCCUPATIONAL STRAND:

CORE

MODULE II-A-1 ANALYZING JOB MARKET OPPORTUNITIES

1978

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Bureau of Homemaking Education
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Sacramento

CE 019 932

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

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ANALYZING JOB MARKET OPPORTUNITIES

Module Objective

Using appropriate references and resource people, the MATCHE student will be able to analyze job market opportunities for students interested in training for home economics related occuptions. The analysis will be based on assessment of:

1. job market trends
2. personal interests and attitudes
3. educational qualifications
4. skill requirements
5. current salary expectations
6. opportunities for advancement
7. job satisfaction

Measurement

Given a list of local resource people and a list of appropriate references which outline job market trends in specific occupations, skill requirements, income, opportunities for advancement, and job satisfaction, you will be asked to make an assessment of the data provided and, based on that assessment, determine job opportunities relevant to the needs and desires of a given case study subject.

Module Overview

There are several factors which must be considered when you establish an occupational program; most concern needs. Students need occupational training in order to get jobs. The community needs trained workers. The schools need teachers who can provide the training. Determining what the needs are is the first step toward meeting those needs. It is not enough to just meet the present needs; to keep a program relevant, it is important that you anticipate what the needs will be in the future.

To assist you to determine and analyze immediate and future job market opportunities, this module has been divided into the following units:

Unit 1: Assessing Job Performance and Job Market Trends

Unit 2: Assessing Trainee Characteristics

UNIT 1

ASSESSING JOB PERFORMANCE AND JOB MARKET TRENDS

Objective

The MATCHE student will be able to identify the most appropriate references for determining job market trends and will outline procedures which should be followed to locate trends in particular home economics related occupations.

The MATCHE student will be able to list the kinds of data which can be obtained from a particular reference dealing with job market trends.

The MATCHE student will be able to identify those who serve as the best resource persons for determining local job market trends.

The MATCHE student will be able to state the facts and assumptions needed to determine job market trends related to home economics.

Overview

Where does a person go to obtain information on job characteristics and job market trends? Is there one reference which provides all the information concerning a job, such as age limits, personal qualifications, and skill requirements? Who can be contacted to determine local job market opportunities?

It is the purpose of this unit to provide the answers to these questions regarding job market trends and job performance. Only by obtaining this information can you determine the need for an occupationally related home economics program.

Employment opportunities in home economics related occupations are available in most communities. Even small, rural communities have opportunities for entry-level employment. For example, a local school system might need teacher aides who have training in techniques of child development, or there might be a need for food service employees. Convalescent homes might need aides to work with the aged or infirm. In the near future, many occupations involving social services will require persons who are competent in consumer affairs. More service occupations will be created.

Lesson 1: References for Job Opportunities and Trends

In addition to the Narrative Summary, all of the resources and activities in this lesson will provide you with the knowledge and skills required to use references for assessing job characteristics and job market trends. You are free to study any or all of them. When you

feel you have learned what you need to know, take the progress check which follows. Your responses to this self-test will give you an idea of how well you are doing. If you miss any of the questions, go back through the material to master the information.

Narrative Summary

To be able to effectively determine job market trends, you must use a wealth of available information. An extensive economic and statistical analysis is one excellent way to predict the future job market. It must be remembered that no one can accurately forecast the future.

The U. S. Department of Labor and its affiliated bureaus on both the federal and state levels is the one source which has as a priority the constant assessment of the job market and labor force. Among its official publications is the Occupational Outlook Handbook which contains considerable information on specific occupations.

Since one of your main concerns is determining the trends for occupations related to home economics in order to train your pupils for entry-level jobs in those occupations, you may find it to your advantage to study Vocational Education and Occupations. This is another government publication. Within this publication are the career choices for many occupations, including the areas assigned to home economics education.

The Arizona State Department of Vocational Education utilized that data and developed five charts or career ladders which identify the jobs related to home economics, starting at the entry level. These career ladders are particularly helpful when considering the initiation of occupational programs at any level.

Current articles in publications such as Journal of Home Economics, American Vocational Journal, and Thrust contain articles which are indicators of job opportunities and trends.

Suggested Activities

1. List the types of information available in the Occupational Outlook Handbook, U. S. Department of Labor, and Vocational Education and Occupations, U. S. Office of Education, and explain how this information is organized and how it could be used in a HERO program.

2. Using the two resources listed above, develop a comprehensive list of occupations which relate to one area of home economics; i.e., foods and nutrition, housing and home furnishings, human development, management, or textiles and clothing.

3. Write a summary of the trends which you identify for occupations within one area of home economics. State references.

4. Working with a peer group, expand or revise the existing career ladders or design a new career ladder.

5. Based on readings, write a descriptive paragraph about at least two emerging occupations related to home economics.

6. Synthesize a list of additional sources to be used in determining job market trends.

Suggested Resources

American Home Economics Association. Career Ladders and Lattices in Home Economics and Related Areas. Washington, D. C.: 1974.

Arizona Department of Education. Home Economics in Arizona Schools: Guidelines for Program Development. Phoenix: Division of Vocational Education, Home Economics Education Services. 1972.

Arizona Department of Education. Framework for Home Economics Related Occupations. Phoenix: Division of Vocational Education, Home Economics Education Services. 1972.

Calhoun, Calfrey, and Alton Finch. Vocational and Career Education: Concepts and Operations. Belmont, California: Wadsworth Publishing Company. 1976. Chapter 1, "Personal-Societal Needs and Vocational Education.:

California Employment Development Department. California Manpower 1975-1980. Sacramento, California.

Fullerton, Howard, and Paul Flair. "New Labor Market Projections to 1990." Special Labor Force Report No. 97. Washington: Department of Labor, Bureau of Labor Statistics. 1977. ERIC Document: ED 140 020.

Magisos, Joel (ed.). Career Education. Washington, D.C.: American Vocational Association. 1973.

McInnis, Jacquelyn (ed.). A Handbook for Planning, Establishing and Implementing Occupational Home Economics Programs. Knoxville: University of Tennessee, Bureau of Educational Research and Service.

Meleen, Paulette, et al. Identifying and Planning for New and Emerging Occupations: A Suggested Guide. Belmont, Massachusetts: Contract Research Corporation. 1976. ERIC Document ED 137 516.

Ohio State Department of Education. The Consumer and Homemaking Cluster, Career Orientation Series. Columbus: Division of Vocational Education. 1976. ERIC Document ED 146 332.

U. S. Department of Labor, Bureau of Employment Security. Dictionary of Occupational Titles, Fourth Edition, 1977. Washington: U. S. Government Printing Office.

U. S. Department of Labor, Bureau of Census. U. S. Census 1970. Washington, D.C.: U. S. Government Printing Office.

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D. C.: U. S. Government Printing Office. 1976-77.

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Quarterly. Washington, D. C.: U. S. Government Printing Office.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1: Progress Check

References for Job Opportunities and Trends

1. List five specific factors which the Occupational Outlook Handbook, U. S. Department of Labor, covers for each occupation.

   a.

   b.

   c.

   d.

   e.

2. What is a career ladder?

3. What use can be made of career ladders and lattices?

Compare your answers with those on the next page.

ANSWER KEY

Lesson 1: Progress Check

1. (any five of the following)

   nature of the work
   places of employment
   required skills
   training and other qualifications
   opportunities for advancement
   employment outlook
   earnings
   working conditions
   whom to contact for training

2. A career ladder shows the hierarchy of jobs from the entry level (basic skills) through paraprofessional (greater skill) to professional in a particular occupation.

3. The student should identify jobs which are supportive to the professional home economist in each area of home economics, starting at the entry level.

Lesson 2: Resource Persons for Job Opportunities and Trends

In addition to the Narrative Summary, all of the resources and activities in this lesson will provide you with the knowledge and skills required to identify and utilize resource persons for assessing job characteristics and job market trends.

Narrative Summary

The people who should be most helpful in enabling you to determine job market trends in your state and locale are those persons in state offices. These persons specialize in finding jobs for workers. State employment services are affiliated with the U. S. Training and Employment Service of the U. S. Department of Labor Manpower Administration. The basic services offered to the public are job information, employment counseling, referral to job training, and job placement.

Other resource people worth contacting might be business personnel officers, local union officials, school guidance counselors, and officers of community service organizations.

It is particularly important to establish and maintain a communication channel with industry representatives. Industry employment and occupational requirements change statically. A new machine or a newly automated process may require a change in occupational skill requirements, or may even create an entirely new occupation. A change in product demand may affect the number of workers needed, or an invention may all but eliminate an industry or create a new one. Persons within these industries can help keep you abreast of these changes and trends.

However essential and important these resource persons are, you will not be able to accurately determine what occupational training to conduct for your pupils without the cooperation and support of the employers of the community. It is they who must voice the need and provide the jobs. Their involvement is crucial to the program's success. An excellent vehicle for community involvement is through the medium of an advisory committee. Among the major purposes of the committee is its assistance in the planning of the program in relation to the needs of the community by recommending follow-up procedures and by advising on program objectives, content, and the specific skills needed in the occupations for which the program is established.

Suggested Activities

1. Select five or more agencies you would contact, and for each list the type of information available regarding job opportunities and trends in one selected area of home economics. Develop questions for an interview.

2. Using a District Plan for Vocational Education, analyze data for trends in home economics related occupations. Summarize information.

3. Study and analyze the twelve functions used in the development of a District Plan for Vocational Education. Discuss these with a peer group.

Suggested Resources

Auvil, Mary. The 12 Functions of a Vocational Education Delivery System. Sacramento, California: State Department of Education, Vocational Education Field Operations. 1975.

California State Department of Education, "Instructions for Preparing a District Plan." Sacramento: Vocational Education Support Unit. 1976-77.

McGinnis, Jacquelyn (ed). A Handbook for Planning, Establishing, and Implementing Occupational Home Economics Programs. Knoxville: University of Tennessee, Bureau of Educational Research and Service.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 2: Progress Check

Resource Persons for Job Opportunities and Trends

1. List the four basic services offered to the public by state employment services.

   a.

   b.

   c.

   d.

2. List persons other than government agencies whom you would contact for information on job characteristics and job market trends.

Compare your answers with those on the next page.

ANSWER KEY

Lesson 2: Progress Check

1. (in any order)

   job information; employment counseling; referral to job training; and job placement

2. (in any order)

   business personnel officers; local union officials; school guidance counselor; officers of community service organizations

Lesson 3: Determining Community Need for Entry-Level Jobs

In addition to the Narrative Summary, all of the resources and activities in this lesson will provide you with the knowledge and skills by which you can determine the entry-level jobs and skills which your occupational training program might cover.

Narrative Summary

In order to establish a meaningful and effective occupational program, you must determine community needs for employees with home economics knowledge and skills. This may require a community survey or a review of an existing survey.

Questionnaires and employer requests are often used to determine employer needs and specific skills required.

Even in small communities, the time required for one person to plan and conduct a survey is often prohibitive. Cooperation of a service group, club, or students may be essential.

The advisory committee is an excellent source for obtaining information. As representatives of business, they can suggest ways by which employers can be approached. You know what you want to find out; let them suggest ways and means by which you can get pertinent facts.

There are many things you should find out about the occupations for which you will prepare your pupils, such as qualified employers, specific entry-level skills, the age range preferred, salary range, opportunities for advancement, fringe benefits; and ease in finding employees. You may want to solicit the active participation of employers in your program to provide input on techniques, to evaluate student performance, or to provide on-the-job training.

Approach employers in such a way that they feel that your program can succeed only with their support and involvement. Convince them of the value of your program, and obtain the minimum information you require while trying to get them to agree to provide more information when needed. In this manner you will obtain the data you need to determine the need for training, a valuable resource person for constant updating, and community support of the program.

Suggested Activities

1. Draft a sample questionnaire to be used as a community survey to obtain information on food service entry-level jobs, skills requirements, and career opportunities. Indicate how the questionnaire will be administered.

2. Develop a job description of an entry-level job for a home economics related occupation.

3. Write a brief description relating the information you have collected for the following functions as outlined in Instructions for Preparing a District Plan.

   Population Need
   Market Trends
   Job Performance

Suggested Resources

California State Department of Education. The California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: Vocational Education Support Unit. 1977.

California State Department of Education. "Instructions for Preparing a District Plan." Sacramento: Vocational Education Support Unit. 1976-77.

Center for Vocational Education, Ohio State University. Module A-1, A-2, A-3 of Category A - Program Planning, Development, and Evaluation. Athens, Georgia: American Association for Vocational Instructional Materials. 1978.

Module A-1 Prepare for a Community Survey
Module A-2 Conduct a Community Survey
Module A-3 Report Findings of a Community Survey

"Feasibility Studies About Employment Education," Illinois Teacher, Vol. XII, Fall, 1968-69 (dated but excellent models).

"Forms for Use in an Employment Program," Illinois Teacher, Vol. X, 1966-67.

"Home Economics and Vocational Education," Illinois Teacher, Vol. XV, 1972.

Powers, Thomas. "Forecasting the Future Food Service World of Work," Final Report, Volume I. The Future of Food Service. Harrisburg: Pennsylvania Research Coordinating Unit for Vocational Education. ERIC Document ED 142 689 1975.

Texas Tech University. Handbook for Home Economics Cooperative Education. Lubbock: Home Economics Instructional Materials Center. 1975.

There is no Progress Check for this lesson.

UNIT 1 PROGRESS TEST

Student_____

Analyzing Job Market Opportunities Instructor_____

Date_____

1. Describe how you would use the Occupational Outlook Handbook with a class of senior students enrolled in a HERO program.

2. What information or services would you secure from each of the following?

   a. business personnel officers

   b. local union officials

   c. school guidance counselors

   d. vocational director

   e. persons in EDD state office

   f. regional supervisor, Bureau of Homemaking Education

3. Write at least three questions you would include on a questionnaire for use in a community survey. Justify the reason for each question.

   a.

   b.

   c.

ANSWER KEY

UNIT 1 PROGRESS TEST

Analyzing Job Market Opportunities

Instructor:	In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. The answer will depend on group work and must be acceptable to the instructor.

2. a. job opportunities, requirements, wages, etc.

   b. laws, wages, benefits, etc.

   c. student characteristics, interest, types of tests available, placement record, etc.

   d. responsibilities, advisory committee, district plan, training plans, work experience programs, etc.

   e. local job opportunities, training centers, trends, etc.

   f. summary of enrollments in HERO programs, types of programs, instructor responsibilities, etc.

3. (the equivalent of any three of the following and adequate justification)

   Do you have difficulty finding employees who are qualified?
   What skills do you require for entry-level jobs?
   What kind of training do you provide?
   Would you be willing to spend some time helping me with my program plan?
   What is the rate of turnover, locally, in this industry or trade?
   Do you have any part-time employees? If so, what are their duties?
   What variety of training experiences is available in your business?

UNIT 2

ASSESSING TRAINEE CHARACTERISTICS

Objectives

The MATCHE student will be able to determine needs by identifying personal characteristics: 1) personal interests and attitudes, 2) educational qualifications, 3) physical condition, and 4) personality traits.

The MATCHE student will be able to read a case study describing the characteristics and background of a particular person, identify those characteristics which are necessary for making an assessment of job market opportunities, and describe information which is needed but not included in the case study.

The MATCHE student will be able to define "disadvantaged vocational student" and "handicapped vocational student" and to suggest remediation for these students.

Overview

There are as many characteristics of trainees to assess for occupational training as there are prospective trainees. But in order for high school pupils to have successful experiences in both training for jobs and working in jobs, some assessment has to be made of their "suitability" for jobs, as well as their attitudes and aptitude.

Ideally, trainees should be selected for programs best suited to their abilities, interests, and motivation. The occupational programs should satisfy the community's need for qualified employees. These two facets of the program are often incompatible if the decisions for entry are left to the individual students. The home economics teacher should be able to present many options to students.

Many entry-level job skills are of a general nature, and an assessment of student characteristics can help you orient students to specific occupations which satisfy many of their own interests as well as meet specific needs in the job market.

Lesson 1: Obtaining Information about Students

In addition to the Narrative Summary, all of the resources and activities in this lesson will provide you with the knowledge and skills required to obtain information about students which is relevant for assessing their characteristics as potential trainees for home economics related occupations. You are free to use any or all of them. When you feel you have learned what you need to know, take the Progress

Check which follows. Your responses on this self-test will give you an idea of how well you are doing. If you miss any of the questions, go back through the material to master the information.

Narrative Summary

In a study conducted by the North Carolina Research Coordinating Unit in Occupational Education, it was indicated that the home economics teacher played the most important role in encouraging student enrollment in occupational programs. The findings showed that the interest of the students also had been an important factor in enrollment.

The enrollment of individual students in a program of occupational training demands a careful assessment of student characteristics for the sake of giving students successful experiences, and for the general community support and the ultimate success of the program.

In most schools, permanent records provide information on an individual. A great deal of redundant work can be avoided by checking student records and conferring with school counselors.

Many teachers may not be able to keep a personal data sheet; however, some have found it helpful to secure information about the qualifications of a student. A data sheet will prove of value in recording information about the trainee.

Suggested Activities

1. Examine and analyze personal data sheets and record the types of information secured regarding student qualifications and career interests.

2. Review and analyze personality and interest inventories available in the Resource Center. Summarize information that might be helpful in selecting trainees.

or

Take one of the interest inventories and analyze it. How would you use this type of instrument?

Suggested Resources

Center for Vocational Education, Ohio State University. Module B-1 Determine Needs and Interests of Students pp. 6-15. Athens, Georgia: American Association for Vocational Instructional Materials, 1977.

Illinois State Department of Education. An Articulated Guide for Cooperative Occupational Education. Springfield: Division of Vocational and Technical Education.

North Carolina Research Coordination Unit in Occupational Education. "Summary of Pilot Study to Determine Criteria for Selection and Preparation of Teachers, Selection of Participants and Organization of High School Home Economics Programs with Occupational Emphasis." Research Series in Occupational Education No. 10, Part I. Raleigh: 1968.

Tests

Diamond, Esther (ed.). Issues of Sex Bias and Sex Fairness in Career Interest Measurements. Washington, D. C.: National Institute of Education, Career Education Program. 1975.

Kuder Preference Record. Science Research Associates, Inc., Chicago.

Minnesota Vocational Interest Inventory. Psychological Corporation, 304 East 45th Street, New York, New York, 10017.

Multi-Aptitude Test, Psychological Corporation, 304 East 45th Street, New York, New York, 10017.

Omnibus Personality Inventory, Psychological Corporation, New York, New York.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1: Progress Check

What information helpful in assessing students' interests and capabilities can usually be obtained from student records?

Compare your answers with those on the next page.

ANSWER KEY

Lesson 1: Progress Check

interests, aptitudes, and attitudes

family background

academic background

standardized test scores

Lesson 2: Assessing Personal Traits

In addition to the Narrative Summary, all of the resources and activities in this lesson will provide you with the knowledge and skills required to assess the personal attitudes and traits of students who desire occupational training.

Narrative Summary

It was indicated in the previous lesson that many teachers who have conducted occupational programs consider it a significant factor of success that the students have a sincere interest in entering the occupation in the area of training. Many teachers also consider some ability and skill prior to training to be a significant factor; however, students with varying abilities have enrolled in occupational courses and have met with equal success.

Other than to the ability levels of students, consideration should be given to a demonstrated willingness to work, to follow directions, and to cooperate with others. Serious consideration should be given to students who must obtain jobs immediately after graduation. Potential dropouts need an opportunity to take advantage of such programs that will prepare them for gainful employment. And depending on the type of program you initiate, many students who need to earn money while in school--if they are to stay in school--can benefit greatly.

Obviously, some jobs are better suited to some individuals than others. Personality traits and attitudes play an important role in determining success. It is wise to assess potential trainees in terms of their personality traits in relation to the jobs for which they desire training and to provide training to overcome disadvantages or handicaps.

Suggested Activities

1. Using the Dictionary of Occupational Titles, list and analyze the personality traits and attitudes which seem to be significant indicators of job satisfaction.

2. Interview a vocational counselor (school and EDD). List, analyze, and synthesize identifiable handicaps of students. Consider possible means of assisting these students.

3. Review the legal definitions of "disadvantaged" and "handicapped" as stated in the California Five-Year State Plan for Vocational Education and write a summary statement.

Suggested Resources

California State Department of Education. The California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: Vocational Education Support Unit. 1977.

Center for Vocational Education, Ohio State University. Module B-1 Determine Needs and Interests of Students. Athens, Georgia: American Association for Vocational Instructional Materials. 1977, 17-55.

Dowler, Lloyd. Module III-e. Assessing the Needs of the Disadvantaged Student. Individualized Competency Based Common Core Curriculum for Vocational Education. Fresno: California State University, Fresno. 1976.

Sobolik, Gayle. Module III-b Assessing Students' Personal Characteristics. Individualized Competency Based Common Core Curriculum for Vocational Education. Fresno: California State University, Fresno, 1976.

Sobolik, Gayle. Module III-d Assisting Students with Special Needs in Vocational Education Programs. Individualized Competency Based Common Core Curriculum for Vocational Education. Fresno: California State University, 1977.

There is no Progress Check for this lesson.

UNIT 2 PROGRESS TEST

Student_____

Analyzing Job Market Opportunities Instructor_____

Date_____

1. List the background information which should be obtained to assess trainee characteristics for occupational training and explain the importance of each.

2. List five factors other than ability which should be considered when assessing a trainee's characteristics.

   a.

   b.

   c.

   d.

   e.

3. Write a statement which explains the importance of assessing personality traits as it relates to program planning and implementation.

4. Given the description of three students failing in a HERO class, categorize their disadvantages and describe the assistance you would plan for each.

ANSWER KEY

UNIT 2 PROGRESS TEST

Analyzing Job Market Opportunities

Instructor:	In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. interests and aptitudes
   family background
   personal traits and attitudes
   academic record
   standardized test scores

2. sincere interest
   cooperation
   immediate need for job after graduation
   willingness to work
   capable of following directions
   potential dropout
   need for job while still in school

3. any answer acceptable to the instructor

4. The answer will be based on the given case situation and must be acceptable to the instructor.

MODULE POSTTEST

After you have completed the final unit progress test for this module, you should be ready to take the Module Posttest and meet the requirement of the Measurement statement given at the beginning of the module. See your instructor.

MODULE SUGGESTED RESOURCES

In addition to resources suggested for use in specific lessons of this module, the resources listed below are provided for general use throughout the module.

Copa, George, and Bruce Klevins. "Job Selection Patterns: Linkage Between Vocational Education Programs and Labor Market." Minneapolis: Minnesota Research Coordinating Unit for Vocational Education. ERIC Document ED 126 349. 1976.

Fedje, Cherly, and Marge Harouff. Cooperative Occupational Home Economics: A Handbook for Nebraska Teacher Coordinators. Lincoln: University of Nebraska, Department of Vocational-Technical Education. ERIC Document ED 126 349. 1976.

Holcomb, Robert et al., Guidelines for Occupational Program Planning: A Handbook. California Guidelines for Establishing, Modifying, and Terminating Occupational Programs. Sacramento: California State Department of Education. 1977. ERIC Document ED 143 404.

Improving Vocational Education Services for Handicapped Students. Palo Alto: American Institute for Research in the Behavioral Sciences. ERIC Document ED 142 774. 1977.

Lecht, Leonard, et al. Changes in Occupational Characteristics: Planning for the 1980's. Washington, D. C.: U. S. Office of Education. ERIC Document ED 133 576.

Meyer, Warren. Vocational Education and the Nation's Economy. Washington, D. C.: American Vocational Association. 1977.

Rieder, Corrine. "Women, Work, and Vocational Education." Occasional Paper No. 26. Columbus: Ohio State University, Center for Vocational Education. ERIC Document ED 145 084. 1977.

Scanlon, Robert. "Public Schools for the 80's: Implications for Vocational and Career Education Research and Development. Occasional Paper No. 20. Columbus: Ohio State University, Center for Vocational Education. ERIC Document ED 137 540. 1976.

Stevens, David W. "Employment Projections for Planning Vocational-Technical Education Curricula: Mission Impossible?" Columbia: University of Missouri, Human Resources Research Program. ERIC Document ED 136 014. 1976.

Strong, Merle (ed.). Developing the Nation's Work Force, Washington, D. C.: American Vocational Association, 1975.

"Study to Examine and Develop a Comprehensive Model of Identifying and Providing Realistic Vocational Education for Learning Disabled Students." West Hartford, Connecticut: Saint Joseph College. ERIC Document ED 142 804.

Tobin, Nancy, et al. Women and the World of Work. Washington, D. C.: National Institute of Education. ERIC Document ED 124 729. 1975.

"Using the Dictionary of Occupational Titles as a Source of Occupational Information." Fort Collins: Colorado State University. ERIC Document ED 131 287. 1975.

Vocational Education Curriculum Specialist - Module 4. Assessing Manpower Needs and Supply in Vocational Education. Study Guide. Palo Alto: American Institute for Research in the Behavioral Sciences. ERIC Document ED 132 405. 1976.

Wall, James E. Vocational Education for Special Groups. Washington, D. C.: American Vocational Association. 1976.

Women in Non-Traditional Occupations - A Bibliography. Washington, D. C.: Koba Associates, Inc. ERIC Document ED 133 460. 1976.

MODULE PRE/POSTTEST

Student_____

Analyzing Job Market Opportunities

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. Name two references which are most appropriate for determining job market trends.

   a.

   b.

2. List a local, a state, and a federal agency you can contact in your community for information concerning local job trends and job opportunities. Describe the services offered by each.

   a.

   b.

   c.

3. Define and/or describe each of the following:

   a. State Plan for Vocational Education

   b. District Plan for Vocational Education

   c. handicapped students

   d. disadvantaged students

   e. entry-level job

   f. career ladder

   g. job description/job analysis

   h. task analysis

Pre/posttest (continued)

4. Read the following case study. Then underline the statements which identify those characteristics necessary for making an assessment of job market opportunities for the subject.

   Joan Currie is a seventeen year old high school senior. Her father has a small farm located twenty-five miles out of town. Joan is interested in immediate employment upon graduation since it will be impossible for her to attend college due to financial difficulties. Mr. Currie's crop farming barely brings in enough income to cover the family expenses. Joan's mother is busy raising six younger brothers and sisters. Living in a rural area, Joan knows that job opportunities are limited. The majority of jobs are in town. Because of a lack of transportation, it will be necessary for Joan to move into town. Joan excels in clerical work and has done volunteer work in the school office. She is actively involved in FHA and considers home economics her favorite subject. She is in her second year as editor of the school paper. Because her home is crowded and her parents have a meager income, Joan feels it is necessary to start working as soon as possible and relieve her parents of at least one child to support.

   What information, if any, is still needed in order to make an accurate assessment of job market opportunities for Joan?

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Analyzing Job Market Opportunities

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes.

1. a. Occupational Outlook Handbook
   b. Vocational Education - Occupations, (USOE).

2. a. Chamber of Commerce
   b. Employment Development Department
   c. U. S. Department of Labor

   description of services offered: any answer acceptable to the instructor

3. a. legal contract between state and USOE
   b. legal contract between district and State Department of Education
   c. "Handicapped persons" identifies individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled, or otherwise health impaired, and who by reason of their handicapping condition cannot succeed in a vocational program designed for persons without such handicaps, and who for that reason require special educational assistance of a modified vocational program.
   d. "Disadvantaged persons" are those persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs for related services. The term includes persons whose needs for such special programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons.
   e. basic skills - lower level of a career ladder
   f. A career ladder shows the hierarchy of jobs from the entry level through paraprofessional to professional in a particular occupation.
   g. It is a general statement about what a person on a job does and tells something about the conditions under which he does them. It is not a description of what he knows.
   h. A task is a logically related set of actions required for the completion of a job objective. A task analysis defines and sequences these actions in a manner most efficient and effective for successful objective attainment.

Pre/posttest Answer Key (continued)

4. Joan Currie is a seventeen-year-old high school senior. Her father has a small farm located twenty-five miles out of town. Joan is interested in immediate employment upon graduation since it will be impossible for her to attend college due to financial difficulties. Mr. Currie's crop farming barely brings in enough income to cover the family expenses. Joan's mother is busy raising six younger brothers and sisters. Living in a rural area, Joan knows that job opportunities are limited. The majority of jobs are in town. Because of a lack of transportation, it will be necessary for Joan to move into town. Joan excels in clerical work and has done volunteer work in the school office. She is actively involved in FHA and considers home economics her favorite subject. She is in her second year as editor of the school paper. Because her home is crowded and her parents have a meager income, Joan feels it is necessary to start working as soon as possible and relieve her parents of at least one child to support.

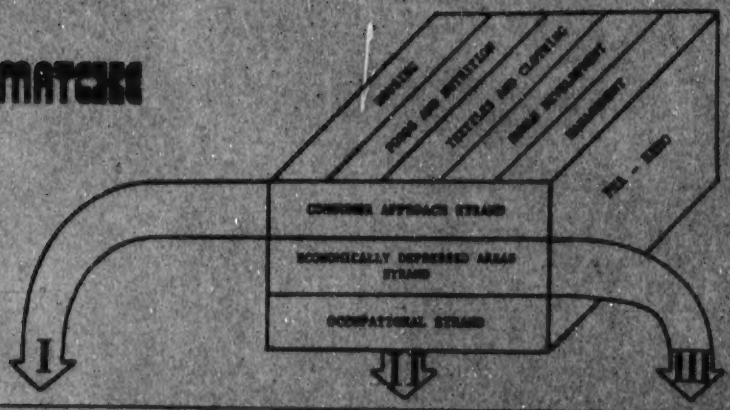
family background and personal attitudes

interests and aptitudes

personal traits

Still needed: information on academic record and/or test scores, and additional personal attitudes

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele